R E P O R T R E S U M E S

ED 012 184 JC 670 215

LONG-RANGE PLAN FOR THE DEVELOPMENT OF THE COMMUNITY COLLEGE SYSTEM IN THE STATE OF WASHINGTON.

WASHINGTON STATE BOARD OF EDUCATION, OLYMPIA

PUB DATE JAN 65

EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *JUNIOR COLLEGES, *MASTER PLANS, *COLLEGE PLANNING, *EDUCATIONAL PLANNING, SCHOOL LOCATION, EDUCATIONAL FINANCE, COMMUNITY STUDY, COMMUNITY DEVELOPMENT, STATE LEGISLATION, *STATE STANDARDS, STATE AID, OLYMPIA

CONDITIONS SUPPORTING THE PROPOSED EXPANSION OF THE COMMUNITY COLLEGE SYSTEM IN WASHINGTON ARE OUTLINED IN THIS SURVEY OF STATE EDUCATIONAL NEEDS. THE HISTORY AND DYNAMIC GROWTH OF THE 2-YEAR COLLEGES ARE DESCRIBED. AT PRESENT, 17 PUBLIC COMMUNITY COLLEGES AND 10 VOCATIONAL CENTERS ARE ESTABLISHED BUT ENROLLMENT ESTIMATES AND INCREASING DEMAND FOR HIGHER EDUCATION LEAD TO A PLAN FOR CREATING NINE ADDITIONAL INSTITUTIONS. AREAS WHICH WOULD QUALIFY FOR INSTITUTIONAL DEVELOPMENT ARE SUGGESTED IN TERMS OF ENROLLMENT NEEDS AND GEOGRAPHICAL LOCATION. STATE ENABLING LEGISLATION IS CITED. A STEP-BY-STEP PROCEDURE FOR IMPLEMENTATION OF THE PLAN IS OUTLINED AND A SYSTEM OF SHARED FUNDING RESPONSIBILITY, PROGRAM COORDINATION, AND UNIFORM STATE SUPPORT IS RECOMMENDED. (AL)

ED012184

Long-Range Development Plan

For

COMMUNITY COLLEGES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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JANUARY
1965

UNIVERSITY OF CALIF
LOS ANGELES

MAR 21 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

STATE BOARD OF EDUCATION
LOUIS BRUNO PRESIDENT
OLYMPIA WASHINGTON

JC 670 215

STATE BOARD OF EDUCATION
State of Washington
Olympia

January, 1965

LONG-RANGE PLAN

FOR THE

DEVELOPMENT OF THE COMMUNITY COLLEGE SYSTEM

IN THE

STATE OF WASHINGTON

Including a list of community college priorities by order of greatest needs based on criteria prescribed in RCW 28.84.180 and regulations promulgated by the State Board of Education pursuant to provisions of RCW 28.84.180.

Louis Bruno
State Superintendent of Public Instruction
and President, State Board of Education

Dr. Lloyd J. Elias
Assistant State Superintendent for
Community Colleges and Adult Education

STATE BOARD OF EDUCATION
State of Washington

The State Board of Education consists of fourteen members, two from each congressional district--elected to six-year terms by school board members within each congressional district. The members serve without salary and are reimbursed only for actual expenses.

This Board is charged by law with a variety of executive functions:

1. Preparing outline of courses of study for the State's common schools, covering kindergarten, elementary school, junior high schools, high school and community college; prescribing rules for the general administration of the common schools; fixing minimum standards to govern the maintenance and operation of the common schools; developing standards for the examination of pupils completing courses of study; classifying school districts and approving plans for school district reorganization.

2. Supervising the distribution of state funds for the following purposes: school construction needs; those funds needed by school districts to meet the minimum standards, determined by the Board, for maintenance and operation of the common schools.

3. Approval of student entrance requirements for the University of Washington, Washington State University, and the three state colleges; approval of education courses offered by the State's five institutions of higher learning; accrediting the institutions of higher learning; in Washington and those in other states for purposes of awarding teachers' certificates to graduates of those institutions.

MEMBERS OF THIS BOARD, AS OF JANUARY, 1965, ARE:

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James F. Hodges — Bainbridge Island

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Mrs. Fred A. Radke — Port Angeles

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Mrs. Eileen Kalles — Puyallup

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Stanley M. Little — Seattle
Harold Watkins — Federal Way

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Brief History of the Community-Junior College Movement in the State of Washington 1965

The community-junior college movement in the State of Washington this year celebrates its 40th anniversary.

The Everett School District in 1915 enrolled 21 students in what was to be the first junior college program in the state. In 1923 the effort was abandoned for lack of public interest, not to be re-established until 1942. It was in 1925 that the first permanent junior college in the state was established in Centralia. In 1925, also, the Skagit Valley Junior College at Mount Vernon started, to be followed in 1928 by Yakima Valley Junior College.

In the next decade, Grays Harbor College (1930), Clark College (1933), Lower Columbia College (1934) and Wenatchee (1939) were established, as was also Spokane Junior College (1933). Spokane was forced to close later because a 1941 state law prohibited the operation of a junior college in a county with an institution of higher learning.

These early junior colleges, entirely self-supporting, were severely handicapped as a result, although their graduates established satisfactory records, not only in the higher institutions to which they transferred to graduate, but also in the business and occupational life of their communities.

The first junior college law, enacted in 1941, provided a limited measure of state support. This was followed by legislation in 1943 and in 1945, when a bill was passed enabling the public junior college to merge with the local public school district and to receive a substantial state support. The real growth of the community-junior college movement in the State of Washington started at this time.

In subsequent years, additional colleges were established: Olympic College in Bremerton in 1946; Columbia Basin College at Pasco in 1955; and Peninsula College in Port Angeles in 1960.

The 1961 Legislature cleared the way for a sound statewide system of community colleges by removing the restricting 1941 law. The Legislature also authorized two additional colleges which were established at Highline (King County) and Big Bend Community College at Moses Lake. Highline enrolled students in September, 1961, Big Bend, in the fall of 1962.

Legislation in the 1963 session authorized two additional community colleges, which were allocated to the Shoreline and Spokane School Districts, and are now in operation. Also authorized was the designation of two additional institutions, to open in 1965. Green River Community College in Auburn and Tacoma Community College will be in operation at that time, contingent upon appropriation from the 1965 Legislature.

Since 1950 the enrollment increases in Washington's community colleges continue to outpace the growth of all other phases of public education, including that of the higher institutions. Community colleges in 1950 enrolled approximately 10,000 full and part-time students. By 1960 this had increased to 15,000; and in the three years following, this total enrollment reached approximately 27,000. In the college year of 1964-65, it is expected to rise to approximately 34,000.

There is an unprecedented demand being made for these post-high school opportunities for Washington's youth and young adults. Provision must be made for a minimum of 45,000 students to be enrolled in Washington's community colleges by 1970.

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

January, 1965

COMMUNITY COLLEGES OF THE STATE OF WASHINGTON

Big Bend Community College ..... Moses Lake, Washington
Robert C. Smith, Superintendent of Schools
Dr. Alfred M. Philips, President

Centralia College ..... Centralia, Washington
Dr. Kenneth P. Mallery, Superintendent of Schools
Boyd C. Mills, Dean

Clark College ..... Vancouver, Washington
Robert C. Bates, Superintendent of Schools
Dr. Dwight C. Baird, President

Columbia Basin College ..... Pasco, Washington
Stanley Ryder, Acting Superintendent of Schools
Dr. Donald T. Rippey, President

Everett Junior College ..... Everett, Washington
T. H. Muncaster, Superintendent of Schools
Dr. Rodney Berg, President

Grays Harbor College ..... Aberdeen, Washington
Murray A. Taylor, Superintendent of Schools
Dr. Edward P. Smith, President

Green River Community College(open September, 1965) .... Auburn, Washington
Hayes Holman, Superintendent of Schools
Dr. Melvin Lindbloom, President

Highline College ..... Seattle, Washington
Carl Jensen, Superintendent of Schools
Dr. Melvin A. Allan, President

Lower Columbia College ..... Longview, Washington
Earl J. Reed, Superintendent of Schools
Dr. Allan P. Crawfurd, President

Olympic College . . . . . Bremerton, Washington
Armin G. Jahr, Superintendent of Schools
Dr. James D. Park, President

Peninsula College . . . . . Port Angeles, Washington
John D. Glann, Superintendent of Schools
E. John Maier, President

Shoreline Community College . . . . . Seattle, Washington
William G. Stevenson, Superintendent of Schools
Dr. Ray W. Howard, Administrative Officer

Skagit Valley College . . . . . Mount Vernon, Washington
Wendell T. Phipps, Superintendent of Schools
George A. Hodson, President

Spokane Community College . . . . . Spokane, Washington
Dr. William C. Sorenson, Superintendent of Schools
Dr. Walter S. Johnson, President

Tacoma Community College (open September, 1965) . . . . . Tacoma, Washington
Dr. Angelo Giaudrone, Superintendent of Schools
Dr. Thornton Ford, President

Wenatchee Valley College . . . . . Wenatchee, Washington
Paul F. Furgeson, Superintendent of Schools
Dr. William E. Steward, President

Yakima Valley College . . . . . Yakima, Washington
Milton L. Martin, Superintendent of Schools
Dr. Earl L. Klapstein, President

* *

VOCATIONAL-TECHNICAL CENTERS OF THE STATE OF WASHINGTON

Auburn Vocational-Technical School . . . . . Auburn, Washington
Hayes Holman, Superintendent of Schools
Raymond J. Needham, Director

Bellingham Technical School . . . . . Bellingham, Washington
Gordon L. Carter, Superintendent of Schools
Raymond S. Smith, Director

Clover Park Vocational-Technical School . . . . . Lakewood Center, Washington
T. O. Hageness, Superintendent of Schools
Fred V. Miner, Director

Edison Technical School . . . . . Seattle, Washington
Ernest W. Campbell, Superintendent of Schools
John T. Blake, Director

Holgate Technical School . . . . . Seattle, Washington
Ernest W. Campbell, Superintendent of Schools
Edward J. Schierberl, Director

Lake Washington Vocational-Technical School . . . . . Kirkland, Washington
Morton A. Johnson, Superintendent of Schools
Mrs. Ruth Brass, Director

Olympia Vocational-Technical Institute . . . . . Olympia, Washington
Dr. Rolland H. Upton, Superintendent of Schools
William Villines, Director

Renton Vocational School . . . . . Renton, Washington
Oliver M. Hazen, Superintendent of Schools
O. F. Anderson, Director

Tacoma Vocational-Technical Institute . . . . . Tacoma, Washington
Dr. Angelo Giaudrone, Superintendent of Schools
L. H. Bates, Director

Walla Walla Vocational-Technical School . . . . . Walla Walla, Washington
Arthur D. Jones, Superintendent of Schools
Arthur Lewis, Director

STATE BOARD OF EDUCATION

December 11, 1964

STATE BOARD OF EDUCATION RECOMMENDATIONS TO THE 1965 LEGISLATURE RELATING TO ESTABLISHMENT OF COMMUNITY COLLEGES

Pursuant to provisions of RCW 28.84.260 and RCW 28.84.300, the State Board of Education hereby submits to the 1965 Legislature the following recommendations relating to establishment of additional community colleges:

1. That the Legislature extend authority to the State Board of Education to establish additional community colleges according to the priority list submitted herewith and consistent with funds appropriated by the Legislature to meet the growth of community college enrollments.

2. That the Legislature recognize the fact that districts high on the priority list may not be prepared to open a community college until a succeeding biennium because of lack of facilities and that therefore the State Board of Education be authorized to establish community colleges in eligible districts which have facilities available for more immediate college opening.

3. That the Legislature authorize the State Board of Education to allocate funds appropriated for construction of community college facilities in such a manner as to insure the earliest possible development of additional community college facilities where the greatest needs exist.

4. That as funds can be made available, all proposed colleges on the priority list be authorized to start operation at the earliest possible date, but that at least a minimum of four starts be authorized during the ensuing biennium; and in view of the fact that facilities already are available requiring no additional capital outlay, that the State Board be authorized to approve the establishment of a community college in Walla Walla regardless of the number authorized by the legislature.

COMMUNITY COLLEGE PRIORITIES

Pursuant to provisions of RCW 28.84.300, the State Board of Education has continued its intensive study of plans for additional community colleges appraising the relative need based on criteria prescribed in RCW 28.84.180 and the following regulations promulgated by the State Board of Education pursuant to provisions of RCW 28.84.180:

> A priority list will be established from the State plan indicating the relative order in which the State Board will recommend to the Legislature the development of additional community colleges.
>
> The initial determination of priorities will be made on the following bases:
>
> 1. The potential student numbers to be served by the proposed college;
> 2. The needs of those community areas remote from, or with inadequate, facilities in education beyond high school;
> 3. The degree of readiness on the part of the district to proceed with the development of a community college.

Consistent with the aforementioned criteria and regulations, the State Board of Education recommends to the Legislature the following priority list as the order in which additional community colleges should be established:

1. Seattle School District No. 1, King County
2. Bellevue School District No. 405, King County
3. Edmonds School District No. 15, Snohomish County
4. Clover Park School District No. 400, Tacoma, Pierce County
5. Lake Washington School District No. 414, Kirkland, King County
6. Walla Walla School District No. 140, Walla Walla County
7. Olympia School District No. 11, Thurston County
8. Grandview School District No. 116-200, Yakima County
9. Spokane Valley Area, Spokane County

The State Board of Education recommends further that as funds can be made available, all proposed colleges on the priority list be authorized to start operation at the earliest possible date but that at least a minimum of four starts be authorized during the ensuing biennium; and in view of the fact that facilities already are available requiring no additional capital outlay, that the State Board be authorized to approve the establishment of a community college in Walla Walla regardless of the number authorized by the Legislature.

The State Board will continue its study of the needs for post-high school educational services in subsequent biennia and will present to the Legislature its revised estimates of additional community college facilities as this relates to the establishment of new community colleges or the authorization of additional facilities at established institutions.

These new institutions should be established, plus substantial additions to existing community colleges and vocational-technical colleges which are properly located, if Washington is to begin to meet the need to provide facilities for approximately 50,000 students who are expected to apply for admission to Washington's community colleges by 1970.

THE STATE BOARD OF EDUCATION AND WASHINGTON'S COMMUNITY COLLEGES

The State Board of Education is charged by statute (RCW 28.84-Chapter 198, Laws of 1961, and Chapter 2, Laws of 1963 Extraordinary Session) with responsibility for the administration of the State system of community colleges. The State Board has designated the State Superintendent of Public Instruction as its Executive Officer responsible for administration at the state level of the laws affecting community colleges, as these involve the authority and responsibility of the State Board.

The State system of public instruction embraces many programs, such as the elementary and secondary schools, vocational-technical education, adult education, teacher preparation and vocational rehabilitation, as well as the community colleges. It is the responsibility of the State Superintendent of Public Instruction to coordinate effectively all phases of the State system of public education, including the disbursement of funds appropriated by the Legislature for the support of public education.*

GROWING NEEDS IN POST-HIGH SCHOOL EDUCATION

Unprecedented demands are being made upon the system of public education to meet the needs of high school graduates and others who are beyond regular school age. These programs embrace not only community colleges but also vocational-technical training and general adult education. The State Board of Education regards it as essential that the responsibility for these post-high school educational services beyond the K-12 graded program for children be properly defined and effectively related; that funds adequate to growing needs in post-high school education be appropriated by the Legislature and administered so as not to affect funds appropriated to the support of the K-12 program.

* This and other sections of this publication are excerpted from the State Board of Education Policy Statement on Community Colleges, adopted March 20, 1964

Therefore in presenting a plan for the future development of community colleges the State Board must regard as closely related the need of Washington's post-high school youth for college academic courses, for occupational training in the technical fields and for general education. In proposing the establishment of new post-high school institutions or providing for the expansion of existing institutions, the long-range plan of the State Board must concern itself primarily with the proper number and location of these institutions. It is assumed that these institutions, effectively administered, will establish occupational programs and/or general academic curricula appropriate to the needs of the area to be served.

THE NATURE OF THE COMMUNITY COLLEGE

The community college is an institution defined by Washington law as providing academic, occupational and general education programs designed to prepare the high school graduates and adults of a community area for further college work, entrance and advancement in chosen occupational fields and for further personal development. The system of Washington community colleges has developed in accordance with this principle. Washington is recognized nationally as one of the leading states in community college and post-high school education.

It has become apparent that post-high school education is one of the most serious educational problems facing the Nation at this time. An increasingly transient population, problems in the labor force caused by automation and other industrial and social changes create new demands on public education.

It is evident in this State, as over the Nation, that the community college is destined to assume increasing responsibility for programs in post-high school education. Community colleges must develop and relate curricula designed to serve the needs of post-high school youth and adults in college academic courses and in

occupational courses, including training for the skilled trades, for the developing technologies and for general fields of employment.

Most of those who attend community colleges enter into various occupations without further formal education. Consequently, the State Board regards it as imperative that the community colleges study the educational needs of all students and design programs appropriate to these needs.

ORGANIZATION AND SUPPORT OF THE COMMUNITY COLLEGE

The State Board believes that the system of local district administration of the community college under State Board regulations as defined by statute provides effective and economical coordination with all phases of the community's public school system. Under the suthority and responsibility of the school district board of directors, there has been provided a flexible system of administration for the community colleges which vary in size and in programs.

The historical growth of education in this State suggests the desirability of continuing to place responsibility and authority upon the local school board for the administration and development of the educational system of the community. The legal machinery of the individual school district and the authority of the local school board, operating under the regulations of the State Board, provide the only feasible manner by which the establishment and administration of a community college can relate to the constitutional and statutory provisions for financing public schools in Washington.

Provisions for the issuing of bonds or the levying of special millages for college development must be accomplished through the operating school district. Organizing the community college on a regional basis comprising several school districts would create overlapping administrative authorities which would be competitive and would duplicate services. This would be potentially detrimental

to the system of public education. Economical and efficient coordination would be difficult to achieve.

The State Board believes that the development of adequate post-high school educational facilities calls for a continuation of the policy of substantial State participation in community college building costs and the maintenance of an adequate level of State support for operation. Local school districts will continue to provide funds for capital improvements as well as operation of the college. The State Board believes that these costs assumed by the operating district on behalf of the college could be regarded as offset by the advantages in having the college located in the community.

The economical use of the public school facilities in the immediate community to serve the needs of the college, as well as the effective integration of the total education program of that community, calls for the coordinating authority of the local school board.

The local school board is immediately responsive to the needs of the citizens most directly affected by the college. The local board operating the college may seek the advice of school officials and lay persons in other communities served by the college in order to assist in the coordination of the educational services of the entire area.

ADMINISTRATION OF THE COMMUNITY COLLEGE

It is the responsibility of the local board operating the college to provide an administrative structure for the college which is consistent with the effective operation and development of the institution.

The Legislature has defined the community college as an institution with

specific educational objectives. It has made provision for the financial support and accounting for community colleges separate from the reimbursement and operation of the school district's K-12 program.

The Legislature, in defining the authority and responsibility of both the State Board and the local board under the Community College Law, has made adequate provision for the effective operation of these institutions.

For these reasons, the State Board believes that the present structure of administrative, financial and legal authority for developing and operating Washington's community colleges has been successful. The State Board accepts the responsibility of providing the leadership necessary to continue the effective development of Washington's system of community colleges.

FACILITIES AND PROGRAMS OF COMMUNITY COLLEGES

In the area of facilities and programs, the State Board of Education believes that:

1. The typical community college should
   (a) be located so as to serve a well-defined community service area;
   (b) consistent with the high school population of the service area, preferably not exceed an enrollment of 2,500 students except in metropolitan areas where concentration of population necessitates larger institutions or indicates the feasibility of a multi-campus college with separate sites for specialized programs;
   (c) be housed in a plant designed for most effective use in widely diverse types of educational programs, which plant should include adequate study, parking and other facilities necessary for a commuting student population and various facilities which also might serve wider civic use as a community cultural center.

2. The curriculum of the community college should be based upon a well-coordinated general program of education which would permit students to have their first post-high school educational experience at the college level of discipline in an atmosphere of wide choice and experimentation. The many special curricula designed for immediate occupational placement should be combined with a strong undergraduate program planned for transfer students.

3. A sound counseling program is a fundamental responsibility of the community college. It should be based upon a thorough indoctrination of the entire faculty and staff dedicated to serving youth effectively through a wide range of post-high school educational opportunities.

4. It is the responsibility of the community college under professionally competent leadership to coordinate effectively the educational programs of the college with the developing needs of business and industry.

LONG-RANGE PLANNING FOR WASHINGTON'S SYSTEM OF POST-HIGH SCHOOL EDUCATION

Under provisions of RCW 28.84.300, the State Board is directed to prepare and present to the Legislature a long-range plan for the development of community colleges.

This plan should define the essential relationships involving community colleges, vocational-technical and adult education programs. Any long-range program for community colleges must consider the obligation to develop a system of post-high school education offering adequate opportunities for all citizens of the State in so far as is practicable. Contingent to this the State Board will continue to present to the Legislature comprehensive long-range plans for the establishment of additional post-high school institutions, including comprehensive community colleges and vocational-technical institutions offering specialized curricula in vocational-technical areas.

In the past several years the State Superintendent and the State Board of Education have studied the need for additional community colleges and have issued regulations carrying into effect the community college statutory provisions.

According to RCW 28.84.170 and implemented by State Board regulation,

> "A community college shall be an institution established with the approval of the state board of education and maintained and operated by a school district, offering two year post high school curricula of general education or vocational-technical education, or both...."

CRITERIA FOR ESTABLISHMENT OF COMMUNITY COLLEGES UNDER R.C.W. 28.84 AND STATE BOARD REGULATIONS

1. Concentration of population service area

For purposes of determining the community service area, an average commuting radius of twenty-five miles from the proposed college center shall be employed. Consideration may be given to the inclusion of an area from which potential students could reach the proposed college in less than an hour of travel time. (State Board regulations 64-4-2101)

2. Total school enrollment in grades one through twelve

For the purpose of determining the need for a community college within the proposed service area specified in SBE 64-4-2101 as related to the total school enrollment of grades one through twelve in such service area, there shall be a minimum of 8,700 students enrolled in grades one through twelve and a minimum of 2,200 in grades nine through twelve. (State Board Regulation 64-4-2110)

3. Number of high school graduates in service area

Within the proposed community college service area shall reside a school population capable of producing a minimum of 450 high school graduates annually. (State Board Regulation 64-4-2111)

4. Sustained enrollment growth in service area

There shall be a minimum potential of the equivalent of 300 full-time community college students in academic training, or in a combination of academic and occupational training, at the beginning of the second operational year of the proposed community college with the evident possibility of increasing to the equivalent of 500 full-time students in academic and technical-vocational education within the fifth operational year.

Consideration shall be given to the nature of the general population of the proposed service area including growth potential and potential need for post-high school educational services. (State Board Regulation 64-4-2112)

5. Identification of educational services needed

A survey shall be made of the need for post-high school education in the proposed service area, such survey to take into account educational services already available through existing public and/or private post-high school institutions in the community. Survey data shall be submitted in support of application. (State Board Regulation 64-4-2120)

6. Local financial ability to support program

The applicant district, or districts, shall submit adequate evidence of financial ability to undertake the responsibility for the establishment and operation of the proposed community college without jeopardy to the proper development and operation of other aspects of the public education program in grades one through twelve. (State Board Regulation 64-4-214)

7. Evidence of allowance for services available

Consideration of the area in relation to existing community colleges, vocational-technical schools and four-year institutions shall be given to prevent overlapping or duplication of educational services.

The applicant district, or districts, shall submit evidence that proper allowance has been made for educational services already available in the proposed service area through established public and/or private post-high school educational institutions.

A determination shall be made of the number of high school graduates who normally could be expected to matriculate in the already established public

and/or private post-high school institutions in the proposed service area; said number shall be deducted from the total number of potential college students in such area in order to arrive at the estimated number of potential community college students. A like procedure shall be employed to determine the deductible proportion of high school graduates who normally would be expected to enter vocational-technical institutions already established in the proposed service area. (State Board Regulation 64-4-2121)

8. Local interest and attitudes toward the program

There shall be submitted adequate evidence of substantial and continuing public support for the establishment and maintenance of the proposed community college from citizens and organized community groups within the proposed service area. (State Board Regulation 64-4-213)

9. Plan for program, facilities and staff

The applicant district, or districts, shall submit the plan for the operation of the proposed community college which shall include, but not be limited to, the following:

a. Program and course offerings

b. Instructional facilities

c. An outline of administrative relationships designed to effectively coordinate the instructional programs of the proposed college in the related fields of college transfer, occupational education and training and general education

d. A preliminary plan for permanent development of staff and facilities together with a proposal for adequate financing. (State Board Regulation 64-4-215)

PLAN FOR STEP-STAGE DEVELOPMENT OF COMMUNITY COLLEGES

The following is the plan for step-stage development of additional community colleges as adopted by the State Board:

1. State Board supervised area survey to determine eligibility of area for establishment of community college.
    a. Under regulations issued pursuant to RCW 28.84 as to determining potential enrollment.
2. Studies of specific educational needs of area by area advisory committee and office of Superintendent of Public Instruction.
    a. Determination of most feasible locations and available facilities.
3. Consideration by the State Board of applications for colleges by school districts in the area.
    a. Determination by State Board, with assistance by area community college advisory committee, of school district to assume the responsibility of developing the college.
4. State Board issues Certificate of Eligibility to district selected to proceed with planning of community college for area.
5. Planning by local district with State Superintendent's staff of curricular programs, site, buildings and facilities.
    a. Determination of initial costs of first building program and a projection of total costs of development over several biennia.
    b. Determination of faculty and staff needs for start of college; preliminary plans for additions with growth of enrollment.
6. Determination of program of finances and provision by operating district for local district share of developmental funds.

7. Authorization by State Board to proceed with development of college and establishing an opening date.

    a. Approval of first stage of college building program and allocation of state funds.

8. Opening of college.

9. Completion of developmental program, including curricula, staff and buildings, as determined by rate of growth of enrollment.

POST-HIGH SCHOOL EDUCATION - LONG-RANGE PLANNING

Any long-range plan for additional community colleges must consider changes in the population and economy of the State. An analysis of existing population figures and enrollment trends indicates that of the approximately 200,000 post-high school graduates of college age in 1970, present experience indicates that a number providing the equivalent of over 50,000 full-time students will expect to enroll in the State's community colleges and vocational-technical institutions. This is more than double the number of students being served in the existing institutions.

In order to provide for the education of the additional 28,000-30,000 full-time equivalent students by 1970, it will be necessary to establish, to finance, to construct and to operate the equivalent of fourteen additional community colleges and/or vocational schools, each of which would serve approximately 1,500 to 2,000 students.

The need for post-high school educational facilities to serve a potential student enrollment over twice the number presently enrolled in the existing community colleges must be met by (1), establishing new institutions; (2) by increasing the capacity of existing institutions where properly located; (3) and logically, by a combination of both methods.

STATE SURVEY OF NEED FOR COMMUNITY COLLEGES BY AREAS

The State Board has had under continuous study since 1960 the various areas of the State which indicated the need for additional community college development.

These areas, with an approximate determination of students to be served by additional community colleges, are as follows:

1. King County Area (including Edmonds in Snohomish County)

	1965	1970
Students to be served - - - -	9,700-10,000	15,000-17,000

Since the original survey of need in the King County area indicating a potential student need of 9,700-10,000 students, one additional community college, Shoreline, has been established which was given an allocation for 250 students for the past year, and 500 students for the college year 1964-65.

In addition, the establishment of Green River Community College at Auburn has been authorized to start in the Fall of 1965, with an initial student allocation to be determined after legislative allocation in the 1965 session.

These are in addition to Highline College in its third year of operation enrolling 1,800 students, which is completing new facilities that may permit its allocation to be increased to approximately 2,700 students in the next biennium.

2. Pierce County Area

	1965	1970
Students to be served - - - - -	4,000	7,000 (Approx.)

Tacoma Community College has been authorized in this area to start operation in the Fall of 1965 with an allocation of students to be determined after legislative action in the 1965 session.

3. Spokane County Area	1965	1970
Students to be served - - - - - -	3,500	6,500(Approx.)

Spokane Community College was authorized to enroll 250 students during the past college year, to be increased to 500 in the year 1964-65.

4. Thurston County Area		
Students to be served - - - - - -	800	1,000(Approx.)
5. Walla Walla County Area		
Students to be served - - - - - -	550	800(Approx.)
6. Lower Yakima Valley Area		
Students to be served - - - - - -	550	800(Approx.)

ESTABLISHED COMMUNITY COLLEGES--FUTURE ENROLLMENT

Any future plan for the development of a statewide system of community colleges must take into consideration the service performed by long-established community colleges and some determination made as to the proportion of the State's total need in the future that may be served by these older institutions.

The older community colleges, particularly those established prior to 1960, have developed under substantially different conditions than govern the development of the more recently established community colleges and those to be authorized in the future. The older institutions have experienced almost phenomenal growth in recent years which can be attributed in part to two factors:

1. The increasing proportion of high school graduates who seek to enter college at a time when higher institutions are restricting their enrollment; and
2. The enrollment of large numbers of students from King, Pierce and Spokane Counties in which the establishment of community colleges had been prohibited prior to 1961.

The enrollment patterns of the older community colleges must be studied relative to long-range planning, with two objectives in mind:

1. To make a determination of that proportion of their present enrollment which is drawn from those communities not now being served by community colleges and in which such institutions will be established. (This must be done in order to make a determination as to what effect the establishment of additional community colleges will have upon the future enrollment growth of older institutions.)

2. To determine the characteristics of student enrollment from the natural service areas of the older colleges. (This is necessary in order to make some determination as to the enrollment potential in the new colleges which are to be established.)

It has been customary to base the estimate of potential enrollment of the new community colleges almost solely upon the size of the most recent high school graduating classes of the service area of that institution. Experience with the older community colleges indicates that the "accessibility factor" draws to the community college great numbers of more mature persons beyond the normal college age who may have terminated their high school education some years previously and are returning to education more frequently on a part-time basis.

Some accurate measure of this potential must be made in order to present to the Legislature a true picture of the future enrollment needs in all of Washington's community colleges which heretofore have been estimated almost wholly on the basis of immediate high school graduates.

However, it must be realized that the establishment of additional colleges in the high potential metropolitan population centers will not

immediately relieve pressure on the older community colleges to enroll students from these areas.

The development of enrollment capacity in the new metropolitan colleges cannot expect to meet the student demand in these areas for two or three biennia. During this period the older community colleges, particularly those in neighboring communities, must be expected to continue to absorb some of this enrollment pressure.

It is hoped that prompt action by the Legislature in authorizing the extension of the State system of community colleges will permit all community colleges eventually to plan and develop facilities to meet the needs of their own community areas.

LONG-RANGE PLANS AND PRIORITIES

The State Board recommends to the Legislature that certain facts be kept in mind:

1. The older community colleges are located so as to leave unserved a substantial proportion of the metropolitan areas of the State.

2. The establishment of additional community colleges in these metropolitan areas must seriously affect all future estimates of total community college enrollment in the State, as well as affecting the rate of growth of certain older community colleges.

   Experience has shown that the proportion of recent high school graduates seeking further education, averaging 30% in the State, will rise to approximately 70% in areas served by a community college. In addition, this "accessibility factor" accounts for substantial additional enrollment in the community college from those who have graduated from high school some years previous, as well as other adults seeking to continue an interrupted education.

3. It is impossible to forecast precisely how many future high school graduates will be directed into college academic programs or more occupationally oriented technical programs. Therefore, any post-high school institution proposed in a long-range plan of development must have sufficient flexibility in its planning to encompass an effective range of academic and/or occupational programs.

It is assumed that any new community college, properly administered, should be able to develop the occupational or general curricula necessary to meet the needs of its area as these needs become evident.

4. In planning to meet the need for post-high school educational services in the metropolitan communities, the needs of other communities in the State must not be ignored. Proper consideration should be given in any priority list to all school districts that have made application for community colleges which meet the legal requirements.

5. It must be recognized that the planning, building and staffing of a new community college or technical institute will require two or three years before the institution begins to enroll students. Therefore the Legislature must anticipate by at least a biennium the establishment of any post-high school institution designed to serve these students.

RECOMMENDED PRIORITY IN THE ESTABLISHMENT OF NEW COMMUNITY COLLEGES AND/OR TECHNICAL INSTITUTES

(On basis of valid applications presently on file with the State Board of Education)

Considering the large number of potential community college students who presently are unable to enroll in these institutions and the length of time that must elapse before new institutions develop to capacity, there is evident basis apart from financial considerations for authorizing and establishing new post-high school institutions during the ensuing biennium in each of the communities for which applications that meet the criteria have been filed.

Practical considerations as well as the legislative mandate require that the State Board submit a priority list for the establishment of community colleges based on the relative urgency of need evident among the several community areas for which valid applications have been submitted.

Pursuant to provisions of RCW 28.84.300, the State Board of Education recommends to the Legislature the following priority list as the order in which additional community colleges should be established:

1. Seattle School District No. 1, King County
2. Bellevue School District No. 405, King County
3. Edmonds School District No. 15, Snohomish County
4. Clover Park School District No. 400, Pierce County
5. Lake Washington School District No. 414, King County
6. Walla Walla School District No. 1[illegible], Walla Walla County
7. Olympia School District No. 11, Thurston County
8. Grandview School District No. 116-200, Yakima County
9. Spokane Valley Area, Spokane County

The State Board of Education recommends further that as funds can be made available, all proposed colleges on the priority list be authorized to start operation at the earliest possible date but that at least a minimum of four

starts be authorized during the ensuing biennium; and in view of the fact that facilities already are available requiring no additional capital outlay, that the State Board be authorized to approve the establishment of a community college in Walla Walla regardless of the number authorized by the Legislature.

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Seattle (See priority list)

The needs of the population in the Seattle School District for additional facilities in post-high school education necessitates special study. The three four-year and graduate intitutions in Seattle enroll as first year students probably less then 15% of the June high school graduating classes of Seattle's high schools as compared to over 60% who indicate their desire to continue their education. The Seattle School District maintains two post-high school institutions, Edison and Holgate Vocational-Technical schools, which last year enrolled less than 10% of the high school graduates of the preceding June. This leaves a very substantial proportion of Seattle's high school graduates who must seek admission to colleges remote from their homes or who are denied further educational opportunity.

With regard to numbers of potential community college students in metropolitan King County, a substantial majority live within the area served by the Seattle School District. Accordingly, the needs of this area must be given top priority in this stage of any long-range state plan for community college development.

The potential need here would recommend the assignment of additional post-high school facilities to Seattle approximately twice as great as that assigned to those communities next on the priority list. Whether the needs of its students would be properly served in establishing two new community colleges, or to establish one with a larger potential enrollment and assigning additional capacity in related curricular areas to the Edison and Holgate compuses, is a judgment properly made by the Seattle School District.

Obvious logic would indicate the necessity of administering these two established vocational-technical schools with the additional community college facilities in such manner as to accomplish a sound comprehensive post-high school program for this metropolitan area.

RECOMMENDED EXPANSION OF ENROLLMENT IN EXISTING COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL SCHOOLS:

Provision must be made for increasing the enrollment of community colleges already established in the areas of critical need.

King County Area

1. Highline College, presently enrolling 1,800 students, should be permitted to increase its enrollment to at least 2,700 by 1967.

2. Shoreline College, presently enrolling 600 students in its first year of operation, should be permitted to increase its enrollment to serve at least 2,000 by 1970.

3. Green River Community College (Auburn), planned for an enrollment of 500 students in its first year of operation in the Fall of 1965, should be permitted to build its enrollment to 1,000 to 1,500 students by 1970.

4. Immediate consideration should be given to the establishment of community colleges in the Bellevue and Lake Washington School Districts to meet the rapidly developing potential in the communities east of Lake Washington.

5. Renton Vocational-Technical School should be allocated increased enrollment consistent with the development of its facilities. This school and the Edison and Holgate Vocational-Technical Schools in the Seattle School District serve students drawn from all King County and from the entire State. Effective relationships between these vocational-technical schools and the community colleges in King County must be established.

Spokane County Area

1. Spokane Community College, which enrolled 250 academic students in its first year of operation as a community college combined with an enrollment of approximately 1,000 students in its long-established vocational-technical school, should be permitted to increase to 1,500-2,000 its enrollment in the academic phase of its program with appropriate increase in its vocational-technical enrollment.

The proposed development of the Fort George Wright compus must lead to consideration of the establishment of an additional community college in the Valley, which with instructional programs properly coordinated with the present vocational-technical campus of the Spokane Community College will provide properly located post-high school opportunities for the Spokane County area.

Pierce County Area

1. Tacoma Community College, authorized for operation in 1965, is planned for an enrollment of 1,000 students in academic curricula in the first year of operation. This college should be permitted to expand to an enrollment of 2,500-3,000 by 1970.

2. Tacoma Technical Institute should be permitted additional enrollment consistent with its facilities and the effective relationship of its training programs to the development of a sound post-high school educational system in the Tacoma School District.

3. Consideration should be given to a starting date for an additional community college in the Clover Park School District by the 1965-67 biennium.

Snohomish County Area

1. The rapidly developing potential community college enrollment in the Edmonds School District, plus the hundreds of students from the Seattle School District who are enrolling in the Everett Junior College find this institution increasingly incapable of providing adequate service even to its own natural service area.

Immediate consideration should be given to the establishment of a community college in the Edmonds School District at a time and in a manner consistent with the development of facilities for the K-12 program.

Thurston County Area

The most rapidly developing population growth in the area adjacent to and immediately south of the Sound lies in Thurston County, from which Centralia College already is drawing a disproportionate share of its enrollment. To properly serve the present and growing needs of these communities and, in addition, those in Mason County too remote from Grays Harbor or Olympic Colleges to be effectively served, the State Board should be authorized to designate a

starting date for a community college in Olympia during or before the 1967-69 biennium.

This also will have the effect of permitting Centralia College to plan its future growth in terms of its natural service area in Lewis County.

Walla Walla County Area

This area, serving a substantial population in southeastern Washington, already has generated a potential community college enrollment sufficiently large to assure an efficient operation. In addition, the Walla Walla School District has facilities which can be adapted to community college use at a minimum of additional expense. Consistent with the operating funds available and the present capacity of Washington's community colleges in relation to needs in the State, it would be advisable to permit the State Board to authorize the establishment and operation of the community college for which the Walla Walla School District has made application.

Lower Yakima Valley - Benton County Area

The rapidly-developing communities of which Grandview and Sunnyside comprise the center are at the extreme range of the effective service areas of Yakima Valley and Columbia Basin Colleges. These communities already are generating potential community college enrollment which would assure an effective operation, and the need will become progressively greater. After a proper adjudication of the relative merits of the two applications from this area, the State Board has selected Grandview as the site for the proposed community college in the Lower Yakima Valley. The Grandview School District should be authorized to establish a community college properly located to serve the communities of this area.

OLDER COMMUNITY COLLEGES - COMPLETION OF DEVELOPMENT

As has been indicated elsewhere in this report, the older community colleges have borne the brunt of the increased demand for community college services in recent years. These institutions have strained their facilities and resources to accommodate a proportionately greater enrollment than that of any other segment of education in the State of Washington.

In most cases these older institutions have been unable to complete the development of their facilities or to carry into effect a proper long-range plan for their total college plant.

An additional handicap has been suffered by the older institutions in being compelled to delay the development of new instructional programs due to enrollment pressure. This has prevented them from offering the full range of instruction called for in the truly comprehensive community college.

The proper development of these older institutions and the completion of their total campus plant is recognized by the State Board as a serious responsibility and not to be overlooked in the plan to establish additional community colleges. The nature and extent of this problem varies considerably among the older established institutions and must be considered in the light of the following facts:

1. The Everett Junior College and the Olympic Community College in Bremerton lie close to the metropolitan areas of Seattle and Tacoma and have long served a disproportionate number of students from these areas.

   More than any of the other colleges these two have been handicapped in the development of sound, long-range building plans and the establish-

ment of completely comprehensive instructional programs, partly because of meeting the enrollment pressure of King and Pierce County students.

2. Certain of the other community colleges have had more opportunity to bring their permanent campus facilities into conformity with what would appear to be the long-range enrollment needs of the particular areas they serve.

3. Many of the older community colleges are deficient in general service facilities, such as library, student center, counseling facilities, etc., and these institutions require additional facilities in order to provide better service and a broader range of instructional programs. This additional construction will not necessarily reflect added student capacity for these intitutions but, rather, will provide improved instructional services to those students these colleges might be expected to enroll from their natural service areas.

Centralia College

This institution has developed a substantial enrollment, drawing largely from the Thurston and Pierce County areas in which additional community colleges should be established. When these new institutions are under way, the enrollment in Centralia College should stabilize at a point which, with some modification, would make the use of its present facilities relatively adequate for the forseeable future.

Clark College

This institution does not have facilities to properly serve its present enrollment and that which reasonably can be projected for the future. In addition, Clark College should add substantially to its facilities for technical

education in order to provide a better balanced program.

Columbia Basin Community College

This institution, one of the more recently established of the older community colleges, will expect to add some facilities in order to accommodate the student enrollment which reasonably can be projected for its area of service and in order to provide a proper balance of services and instructional programs.

Everett Junior College

This institution, located close to the Seattle metropolitan area, has for years experienced heavy enrollment from that area. It must be expected to continue to absorb some of the enrollment pressure from Seattle and the adjacent high schools for the next two or three biennia at least.

Everett Junior College, which has a notable record in the efficient use of its faculty and its limited facilities in attempting to meet student enrollment demands, has definite and justifiable claim for funds for the completion of its permanent campus plan in order to offer its students a properly balanced program of services and instructional curricula.

Grays Harbor College

The enrollment in Grays Harbor College is tending to approach stability, located as it is at some distance from the areas which are generating the greatest community college enrollment. This institution has need of library and other service facilities in order to offer a proper balance of services and instructional programs.

Lower Columbia College

This institution must expand certain of its science facilities in order to effectively accommodate the potential enrollment forecast for its service area.

Olympic College

This institution also is located close to the King and Pierce County metropolitan areas and for some time has met enrollment pressures by burdening its facilities and faculty. Olympic College must replace a number of obsolete facilities and must receive assistance in the development of its technical and vocational facilities in order to provide a properly balanced program for its entering students.

This college's vocational programs have been largely involved in the training of shipyard employees and it has been unable to offer a properly balanced program of occupational and academic curricula to its entering students.

Peninsula College

This institution will experience a slower growth rate than those in closer proximity to metropolitan areas. The completion of its total campus plant, however, is essential to the development of a properly balanced program of services and instructional curricula.

Skagit Valley College

This institution is approaching stability in its enrollment. With reasonable expenditures in the next couple of biennia, it should have permanent

facilities permitting Skagit Valley College to offer a well-balanced program of services and instructional curricula.

Wenatchee Valley College

The enrollment in this institution is approaching a point of stability in terms of service to its own area. With reasonable expansion of certain of its facilities, it should be able to offer a well-balanced program of services and instructional curricula for the enrollment it may expect to serve.

Yakima Valley College

This institution is planning expansion of its vocational and technical plant in order to provide the range of curriculum demanded by students and required of a comprehensive community college.

COSTS OF DEVELOPMENT OF COMMUNITY COLLEGES

The educational investment for construction by the State will amount, under existing circumstances, to approximately $2,000,000 for each institution. Experience indicates that the local school districts will contribute approximately an equal amount in providing the necessary equipment, site acquisition and improvement, and other incidental costs.

At present support rates, the State share of the operational cost of each institution, assuming a 500 enrollment the first year, 1,000 the second and 1,500 the third year, would amount to approximately $280,000 the first year, $560,000 the second, and $840,000 or more each year thereafter.

The establishment and administration of a reasonable and uniform basis of support for all post-high school educational programs, whether in community colleges, vocational schools or in adult education classes, will necessitate properly relating the support formulas and estimated expenditures for these programs in preparing the budget request for legislative appropriation.

COORDINATION OF POST-HIGH SCHOOL EDUCATIONAL PROGRAMS

The State Board has established regulations directed toward the approval and proper coordination of all programs in post-high school education under its authority. These include the comprehensive community college, institutions specializing in technical and vocational programs and general adult education programs. In order to achieve this coordination, the State Board will identify and recommend centers for the establishment of these post-high school educational services.

Proper interrelationships must and will be provided among the K-12 program of public instruction and the curricula of the community colleges, vocational-technical schools and the other post-high school educational programs. Similar interrelationships should be established with the four-year institutions with respect to the transfer of students from one institution to another and with respect to the various occupational fields in which the graduates of community colleges and technical schools will be employed.

UNIFORM STATE SUPPORT

It is the responsibility of the State Board to recommend the establishment of uniform and reasonable levels of State support for all post-high school programs under its authority and to provide for uniform student fees and the maintenance of high standards of instruction. The State Board has established regulations designed to avoid unnecessary duplication of instructional curricula and

facilities in approving courses in post-high school education in the various institutions and programs.

FUTURE NEEDS

Rapid changes are taking place in industry. The working population is becoming increasingly mobile. Traditional avenues of opportunity to many youth are being closed and other problems of growth and adjustment face the citizens of the State and Nation. Therefore, the State Board will continue to evaluate the educational programs of the community colleges, vocational-technical schools and adult education courses in order to assist in making these programs even more effective through appropriate regulations and legislative recommendations.

COMMUNITY COLLEGE ENROLLMENTS
As of October, 1964

College (and school district)	Individual Students Enrolled		"Full-Time Equivalent" Enrollment	
	Oct. 1963	Oct. 1964	Oct. 1963	Oct. 1964
Centralia College Centralia School District Centralia	1,061	1,302	938	1,130
Clark College Vancouver School District Vancouver	3,036	3,171	1,744	2,013
Columbia Basin College Pasco School District Pasco	2,483	2,362	1,619	1,680
Everett Junior College Everett School District Everett	3,762	4,097	2,490	2,847
Grays Harbor College Aberdeen School District Aberdeen	1,148	1,240	763	897
Highline College Highline School District Seattle	2,506	3,172	1,195	1,814
Lower Columbia College Longview School District Longview	1,746	1,867	925	1,018
Olympic College Bremerton School District Bremerton	3,454	4,232	2,323	2,921
Peninsula College Port Angeles School District Port Angeles	668	669	356	438
Skagit Valley College Mount Vernon School District Mount Vernon	1,809	2,063	1,126	1,276
Wenatchee Valley College Wenatchee School District Wenatchee	1,161	1,443	818	1,065
Yakima Valley College Yakima School District Yakima	2,386	2,813	1,782	2,149

College (and school district)	Individual Students Enrolled Oct. 1963	Individual Students Enrolled Oct. 1964	"Full-Time Equivalent" Enrollment Oct. 1963	"Full-Time Equivalent" Enrollment Oct. 1964
Big Bend Community College Moses Lake School District Moses Lake	1,128	1,301	521	786
Spokane Community College Spokane School District Spokane	293	847	239	719
Shoreline Community College Shoreline School District Seattle	0	861	398 1/	643
Totals	26,641*	31,440*	17,237**	21,396**

NOTE: Green River Community College at Auburn and Tacoma Community College are scheduled to open in September, 1965.

1/ Opened January, 1964

* Includes both full and part-time students in day and evening classes.

** As total would be if all students attended full-time (4-5 hours per day)

Community Colleges and Vocational-Technica

Centers of the State of Washington

LEGEND

INDICATES
EXISTING COMMUNITY COLLEGES

INDICATES
VOCATIONAL TECHNICAL CENTERS

proposed

INDICATES
PROPOSED COMMUNITY COLLEGES

Port

Forks
1,151

Langley
456

Marysville
3,117

Everett
40,400

Lake Stevens
1,027

Mukilteo
1,130

Snohomish
4,100

Lynnwood
7,548

Monroe
1,920

Edmonds
8,500

Mountlake Terrace
10,046

Woodway
725

Poulsbo
1,529

Bothell 2,519

Duvall 370

Kirkland

Houghton

Redmond 1,513

Winslow
960

East Redmond 206

Seattle
553,000

Hunts Point 438

Bellevue 13,100

Clyde Hill 2,014

Beaux Arts 343

Bremerton
34,000

Yarrow Point
800

Medina
2,400

Mercer Island Town 546

Issaquah 2,008

Mercer Island City
12,800

Port Orchard

Tukwila 1,974

Aberdee
18,750

Hoquiam
10,765

Westport
975

Long Beach
665

Ilwaco
510

al

Lynden
2,550
Sumas
610
Blaine
1,735
Nooksack 328
Ferndale
1,442
Everson 440
18
Bellingham
35,000
Friday Harbor
705
Anacortes
8,400
Sedro Woolley
3,705
Lyman
425
Concrete
840
Hamilton 286
Burlington
La Conner
638
Oak Harbor
3,900
Mount Vernon 8,000
Coupeville
740
Stanwood 1,140
Darrington
1,272
Arlington
2,050
Port Townsend
5,150
Port Angeles
11
Sequim
1,165
Granite Falls
600
Gold Bar
319
SEE
Sultan
821
Index
185
ENLARGED
Carnation
469
Skykomish
366
Snoqualmie
1,225
North Bend
978
INSET
Shelton
5,651
Roslyn
1,279
McCleary
1,100
Olympia 18,450
Montesano
2,500
South Cle El
383
Elma
1,935
Tumwater
4,000
Roy
289
Yelm 483
Cosmopolis
1,325
Tenino
840
Rainier 265
Eatonville
896
Oakville
375
Raymond
3,310
Bucoda
406
Centralia
9,250
Chehalis
5,199
South Bend
1,671
Pe Ell
689
Napavine
325
Winlock
805
Morton
1,183
Vader
374
Toledo
515
Mossyrock
430
Castle Rock
1,420
Cathlamet

Oroville
1,410

Tonasket
958

Republic
1,061

Conconully
120

Riverside
225

Winthrop
368

Omak
4,075

Twisp
740

Okanogan
2,001

Nespelem
350

Brewster
941

Pateros
673

Coulee Dam
1,380

Elmer City
242

Bridgeport
900

Grand Coulee
1,058

Chelan
2,400

Electric City 415

Wilbur
1,138

Creston
317

Mansfield
338

Hartline
216

Almira
414

Entiat
286

Leavenworth
1,490

Waterville
1,025

Coulee City
639

Cashmere
1,906

Wilson Creek
260

Harrington
585

Wenatchee
17,200

East Wenatchee
853

Rock Island
216

Soap Lake
1,848

Krupp
94

Odessa
1,231

Ephrata
7,021

Roslyn
1,279

Cle Elum
1,816

Quincy
3,270

Moses Lake
12,107

South Cle Elum
383

Westlake
400

Warden
1,083

Ellensburg
8,875

Kittitas
597

Lind
787

Othello
2,994

Naches
680

Hatton
65

Tieton
479

Selah 2,935

Mattawa
416

Kahlotus
130

Connell
969

Yakima
43,315

Moxee City
500

Mesa
260

Union Gap
2,100

Wapato
3,124

West Richland
1,346

Harrah
284

Zillah
1,115

Richland
23,548

Toppenish
5,670

Sunnyside
6,208

Pasco
14,522

Prescott
271

Granger
1,425

Grandview
3,366

Mabton
973

Benton City
1,210

Prosser
2,770

Oroville
1,410

Tonasket
958

Riverside
225

Omak
4,075

Okanogan
2,001

Nespelem
350

Coulee Dam
1,380

ridgeport
900

eld

Electric City 415

Hartline
216

Coulee City
639

Wilson Creek
260

Soap Lake
1,848

Ephrata
7,021

estlake
400

Moses Lake
12,107

Warden
1,083

r

Republic
1,061

Kettle Falls
919

Elmer City
242

Grand Coulee
1,058

Wilbur
1,138

Almira
414

Creston
317

Davenport
1,494

Harrington
585

Krupp
94

Odessa
1,231

Sprague
626

Ritzville
2,187

Lind
787

Othello
2,994

Hatton
65

Washtucna
326

Kahlotus
130

Connell
969

Mesa
260

chland
6

Richland
23,548

Pasco
14,522

nton City
1,210

Prescott
271

Waitsburg
1,010

Northport
518

Marcus
125

Chewelah
1,500

Springdale
239

Airway Heights
745

Reardan
421

Medical Lake
4,320

Cheney
3,345

Spangle
220

Waverly
96

Rosalia
590

Malden
264

Lamont
106

Endicott
378

La Crosse
480

Dayton
3,018

Starbuck
171

Pomeroy
1,650

Metaline Falls
480

Metaline 299

Ione
648

Colville
3,790

Cusick
286

Newport
1,447

Deer Park
1,335

Spokane
182,800

Millwood
1,800

34
proposed

Rockford
369

Fairfield
400

Latah
190

Tekoa
928

Oakesdale
474

St. John 530

Elberton
70

Colfax
2,860

Albion
289

Farmington
196

Garfield
649

Palouse
950

Pullman
13,400

Colton
250

Uniontown
261

Clarkston
6,210

Asotin
745

INDICATES
VOCATIONAL TECHNICAL CENTERS

proposed

INDICATES
PROPOSED COMMUNITY COLLEGES

Port Angeles
12,250
11
Forks
1,151
Aberdeen
18,750
Hoquiam
10,765
6
Montesa
2,500
Cosmo
1,32
Westport
975
Raymon
3,310
South Bend
1,671
Long Beach
665
Ilwaco
510
Cathlam
617
Marysville
3,117
Langley
456
Everett
40,400
5
Lake Stevens
1,027
Mukilteo
1,130
Snohomish
4,100
Lynnwood
7,548
Monroe
1,920
Edmonds
8,500
29
proposed
Mountlake Terrace
10,046
Woodway
725
12
Poulsbo
1,529
Bothell 2,519
30
proposed
Duvall 370
Kirkland
6
21
Houghton
22
Redmond 1,513
Winslow
960
East Redmond 206
27
proposed
Seattle
558,000
20
Hunts Point 438
28
proposed
Bellevue 13,100
10
Clyde Hill 2,014
Beaux Arts 343
Bremerton
34,000
Yarrow Point
800
Mercer Island Town 546
Medina
2,400
Issaquah 2,008
24
Mercer Island City
12,800
Port Orchard
3,300
Tukwila 1,974
Renton
18,800
Normandy Park
3,427
Kent
9,085
Des Moines
2,208
8
Gig Harbor
1,110
Algona
1,311
Auburn
12,450
Black Diamond
1,015
Riston
600
7
Pacific
1,577
Fife
1,500
Enumclaw
3,269
1
Tacoma
149,000
Milton 2,218
Fircrest
3,765
Bonney Lake
765
25
Buckley 3,538
Sumner
3,226
Puyallup
12,250
1,580
South Prairie
209
33
proposed
Wilkeson
431
Du Pont
353
Orting
1,550
Carbonado
419

EXISTING COMMUNITY COLLEGES

1. BIG BEND COMMUNITY COLLEGE, MOSES LAK
2. CENTRALIA COLLEGE, CENTRALIA
3. CLARK COLLEGE, VANCOUVER
4. COLUMBIA BASIN COLLEGE, PASCO
5. EVERETT JUNIOR COLLEGE, EVERETT
6. GRAYS HARBOR COLLEGE, ABERDEEN
7. GREEN RIVER COMMUNITY COLLEGE, AUBURN (OPEN SEPTEMBER 1965)
8. HIGHLINE COLLEGE, SEATTLE
9. LOWER COLUMBIA COLLEGE, LONGVIEW
10. OLYMPIC COLLEGE, BREMERTON
11. PENINSULA COLLEGE, PORT ANGELES
12. SHORELINE COMMUNITY COLLEGE, SEATTLE

Sequim
1,165

Granite Falls
600

Gold Bar
319

SEE

Sultan
821

Index
185

Carnation
469

Skykomish
366

Leavenwo
1,490

Snoqualmie
1,225

ENLARGED

North Bend
978

INSET

Shelton
5,651

Roslyn
1,279

Cle
1,

South Cle Elum
383

McCleary
1,100

Montesano
2,500

Olympia 18,450

Tumwater
4,000

Roy
289

Yelm 483

Elma
1,935

Cosmopolis
1,325

Tenino
840

Rainier 265

Eatonville
896

Ellensb
8,87

Oakville
375

Bucoda
406

Raymond
3,310

Centralia
9,250

Chehalis
5,199

Tieton
479

South Bend
1,671

Pe Ell
689

Winlock
805

Napavine
325

Morton
1,183

Mossyrock
430

Vader
374

Toledo
515

Castle Rock
1,420

Cathlamet
617

Longview
23,500

Kelso
8,500

Kalama
1,088

Woodland
1,340

La Center
237

Yacolt
441

Ridgefield
825

Battleground 887

White Salmon
1,590

Stevenson
925

Bingen
661

Vancouver
32,750

Camas
5,700

No. Bonneville
534

Washougal
2,675

G
OLLEGES

LLEGE, MOSES LAKE
NTRALIA
VER
E, PASCO
E, EVERETT
, ABERDEEN
COLLEGE, AUBURN
)
ATTLE
GE, LONGVIEW
MERTON
ORT ANGELES
COLLEGE, SEATTLE

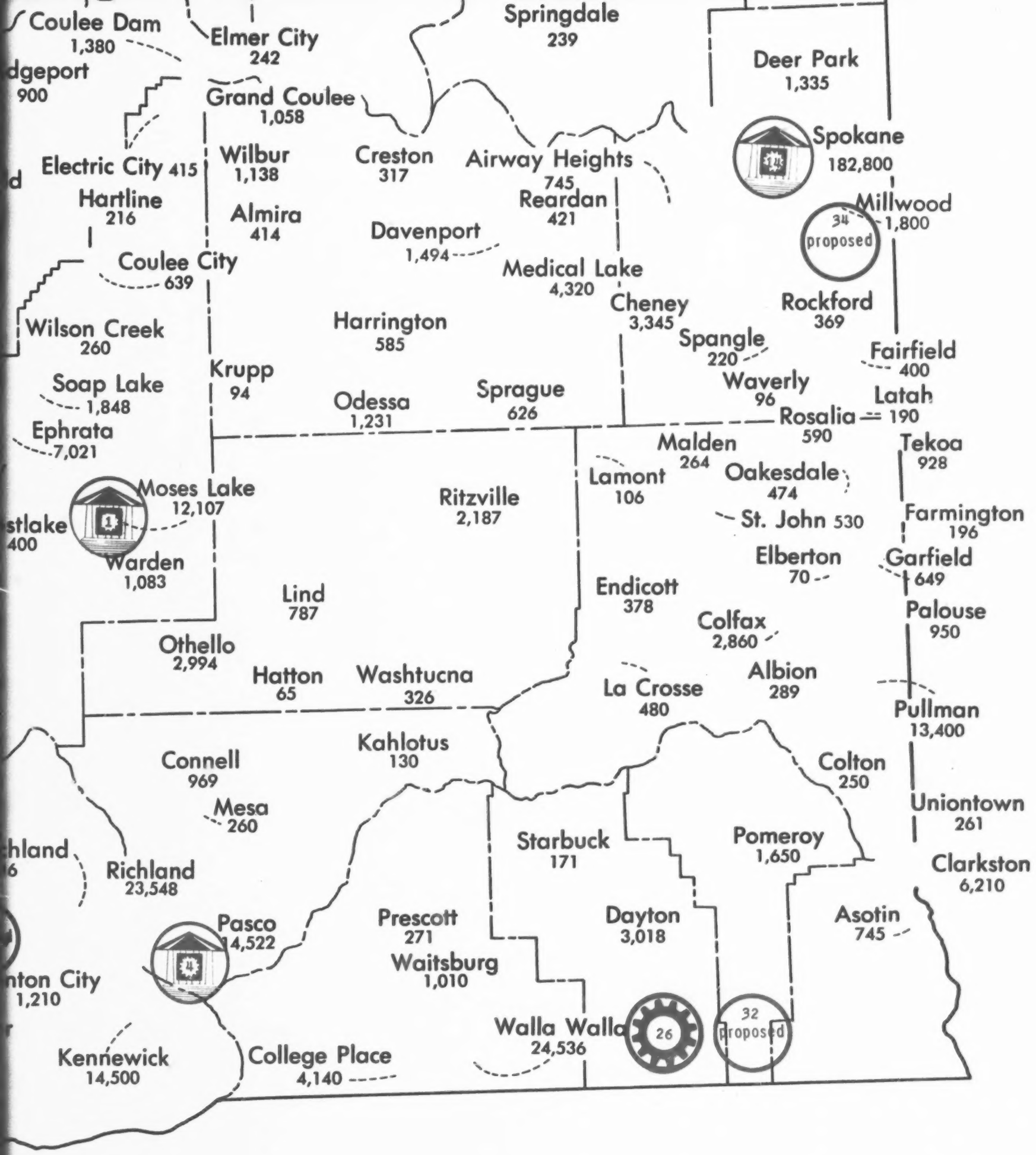
13. SKAGIT VALLEY COLLEGE, MOUNT VERNON
14. SPOKANE COMMUNITY COLLEGE, SPOKANE
15. TACOMA COMMUNITY COLLEGE, TACOMA (Open September 1965)
16. WENATCHEE VALLEY COLLEGE, WENATCHEE
17. YAKIMA VALLEY COLLEGE, YAKIMA

19. CLOVER PARK VOCATION
20. EDISON TECHNICAL SCH
21. HOLGATE TECHNICAL SC
22. LAKE WASHINGTON VOCA

673
Coulee Dam 1,380
Elmer City 242
Bridgeport 900
Grand Coulee 1,058
Chelan 2,400
Electric City 415
Wilbur 1,138
Mansfield 338
Hartline 216
Almira 414
Entiat 286
Waterville 1,025
Coulee City 639
Leavenworth 1,490
366
Cashmere 1,906
Wilson Creek 260
585
East Wenatchee 853
Wenatchee 17,200
Rock Island 216
Soap Lake 1,848
Krupp 94
Odessa 1,231
Ephrata 7,021
Roslyn 1,279
Cle Elum 1,816
Quincy 3,270
Moses Lake 12,107
South Cle Elum 383
Westlake 400
Warden 1,083
Ellensburg 8,875
Kittitas 597
Lind 787
Othello 2,994
Naches 680
Hatton 65
Tieton 479
Selah 2,935
Mattawa 416
Connell 969
Yakima 43,315
Moxee City 500
Mesa 260
Union Gap 2,100
Wapato 3,124
West Richland 1,346
Richland 23,548
Harrah 284
Zillah 1,115
Sunnyside 6,208
Toppenish 5,670
Granger 1,425
Grandview 3,366
Pasco 14,522
Benton City 1,210
Mabton 973
Prosser 2,770
Kennewick 14,500
College Place 4,140
Goldendale 2,706
1,590
Bingen 661

VOCATIONAL-TECHNICAL CENTERS

18. BELLINGHAM TECHNICAL SCHOOL, BELLINGHAM
19. CLOVER PARK VOCATIONAL-TECHNICAL SCHOOL, LAKEWOOD CENTER
20. EDISON TECHNICAL SCHOOL, SEATTLE
21. HOLGATE TECHNICAL SCHOOL, SEATTLE
22. LAKE WASHINGTON VOCATIONAL-TECHNICAL SCHOOL, KIRKLAND
23. OLYMPIA VOCATIONAL-TECHNICAL INSTITUTE, OLYMPIA
24. RENTON VOCATIONAL SCHOOL, RENTON
25. TACOMA VOCATIONAL-TECHNICAL INSTITUTE, TACOMA
26. WALLA WALLA VOCATIONAL-TECHNICAL SCHOOL, WALLA WALLA



PROPOSED COMMUNITY COLLEGES

27. SEATTLE
28. BELLEVUE
29. EDMONDS
30. LAKE WASHINGTON
31. OLYMPIA
32. WALLA WALLA
33. CLOVER PARK
34. SPOKANE VALLEY
35. GRANDVIEW

TERS

A VOCATIONAL-TECHNICAL INSTITUTE, OLYMPIA
VOCATIONAL SCHOOL, RENTON
VOCATIONAL-TECHNICAL INSTITUTE, TACOMA
WALLA VOCATIONAL-TECHNICAL SCHOOL, WALLA WALLA